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A PROPOSED AGENDA FOR COLONEL BAIRD'S POSSIBLE
MEETING WITH THE ASSISTANT DIRECTORS (INDIVIDUALLY
OR IN A GROUP) TO DISCUSS THE NATIONAL INTELLIGENCE
COURSE

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Emphasis will be given to two main factors; namely, (1) the way in which the intelligence process supports the policy, planning, and operational levels of the government; and (2) the methods and techniques employed in all phases of the intelligence process.

WHAT HAS BEEN DONE

During the past two months my staff, especially Mr. [REDACTED] and [REDACTED] 25X1A9a has been getting valuable ideas and suggestions from those representatives of your Offices designated by you to help them plan the National Intelligence Course. Each of the CIA offices has different problems, which makes it advisable for Training to be flexible in arranging for courses if we are to turn over to you intelligence-trained employees. Your ideas have been incorporated into our plans for this course so that we are now prepared to make specific recommendations which I would like to have you discuss and criticize.

SPECIFIC RECOMMENDATIONS

1. Admission Standards: In order to qualify for this course, a student would have to have high mental competence and an inquiring mind. We hesitate to set standards for admission, but we lean toward the view that students in this course should be college graduates, who, even though they are only GS-5's at the present time, have the capacity for developing into GS-15's.

2. The Block Plan: Depending upon top-side approval, the National Intelligence Course will consist of twelve or fewer different courses or "blocks" running consecutively. The individual blocks will vary from a few days to a few weeks. We estimate that the total time for the twelve-block course will be 3½ to 4 months, but not all students would need to be enrolled for the entire course. Some of the blocks have been already drafted. (Pass out samples of the completed blocks and give them time to look them over.) The outlines in the blocks are not arranged in order of presentation at the present time. (Comments by AD's.)

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3. Teaching Techniques: By glancing through any one of the blocks outlined, you will see that there are a variety of teaching techniques: lectures, discussions, outside readings, written papers, production problems, and field trips. (Comments by AD's).

4. Instructors: The course will be administered and presented in part by a small permanent staff obtained by the Director of Training from CIA and other sources. This staff will be aided as appropriate by spot participation, on a lecture and discussion basis, by personnel of CIA and other agencies.

5. Sources of Students: Students will be drawn from two sources: those referred by you (either new or old employees) and those referred directly by the Office of Training from the Senior Trainee Pool of the EIT program. Students assigned to the Senior Trainee Pool would have successfully passed difficult series of selection and assessment procedures, including objective tests of intelligence and logical reasoning, situation tests, and Board Interviews by the Trainee Selection Board. (Comments by AD's.)

6. Evaluation Report: As students complete each block of training, the instructors will prepare an Evaluation Report based upon both objective class performance and instructors' ratings. In addition, a final consolidated Evaluation Report will be prepared for those students who complete at least four blocks of training. These Evaluation Reports will contain suggestions, when possible, for the student's best placement in the Agency: whether he should be assigned to research or staff, administrative or liaison, planning or production, clandestine or non-clandestine duties.

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The Evaluation Reports will be prepared in terms of your own criteria for the different responsibilities and jobs within your Office. Our instructors will, of course, work very closely with your Training Liaison Officers in order to insure that we are being practical in our observations and recommendations. Before we send the Evaluation Report to your Office, you may want a staff instructor or your Training Liaison Officer to discuss the important features of the evaluation findings with the student so that the student will be acquainted with his deficiencies and his assets. (Comments by AD's.)

7. Follow Up: The Evaluation Reports will be sent, we suggest, to the Staff or Division Chief or Training Liaison Officer in your Office to whom the student is responsible, if he is not from the Senior Trainee Pool. You may want to inaugurate a procedure whereby your Staff or Division Chief or Training Liaison Officer will make it his responsibility to follow up the student's performance in your own specialized training courses or while he is on the job. In this way you might be able to insure that everything practicable is being done by the student and his supervisors in rounding off his training and remedying his deficiencies. (Comments by AD's.)

SUPPLEMENTARY QUESTION FOR DISCUSSION

How can we obtain from you criteria which you consider important for successful work in the various job specialties? Such criteria are indispensable to the instructors in making practical evaluations of students for you.

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